KISWAHILI

msingi wa kusema
kusoma
na kuandika

SWAHILI

a foundation for
speaking
reading
and writing

2nd edition

Thomas J. Hinnebusch
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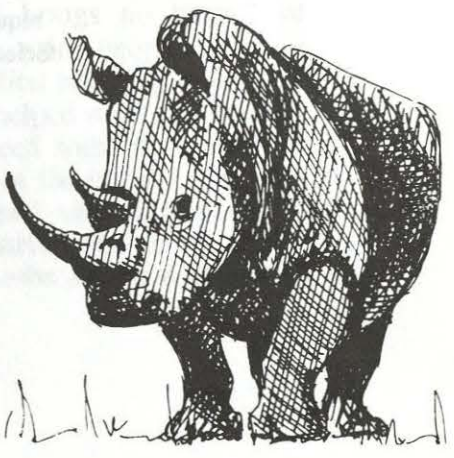

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Dibaji

When the first edition of this book was published in 1979, who could have predicted the phenomenal growth in the number of students studying Swahili and in the number of programs where Swahili is part of the everyday curriculum. I began work on that edition, motivated by the wish to provide my students here at UCLA with a learning tool that I was comfortable with. No one could have been more pleased than I when the first edition was received with such wide acceptance. Initially sales of the book numbered only a few hundred copies; now there are over twelve hundred or more students using the book each year. This new edition is a response to that interest. Over the years I have been frequently asked if I planned a new manual. While this is not "new" in the sense often intended, the changes are nonetheless real and it is hoped that learners and teachers alike will find this edition at least a modest improvement over its predecessor.

This book in its newest incarnation preserves the main features of the first edition. While some urged me to redesign the book to more readily fit recent advances in language teaching methodology, this would have entailed the creation of an entirely different book. That must await another time or another teacher who has the will and energy to exploit the new technology in the light of communicatively oriented methodologies. So while I have not done this, and thus will have perforce disappointed some, the second edition will continue to fill a niche. Its format and organization are flexible enough to fit within many different methodological approaches. Its goal remains to provide students with a tool that will aid them in acquiring communicative competence in all skill areas. Because its main features—the model conversations, drills, reading selections, and, of course, the grammar notes—can be fundamentally viewed as a *syllabus*, teachers have the freedom to adapt it to their own style of teaching and methodological assumptions. Indeed while my own ideas about how one should practice the art of teaching a language have changed over the years, I still find this manual useful and, indeed, indispensable for my own teaching. I suppose that this, plus its popularity, pushed me to reformat it, to add small improvements and revise where I thought it necessary. Beyond new formatting, the changes are often subtle and unnoticeable. A casual perusal by someone who is familiar with the first edition will not immediately reveal the changes. The revisions will only become fully apparent as one teaches or uses the book. While some lessons have only been superficially altered, others have additional model dialogues, and extra drills—or mini conversational segments, as I would rather call them. The grammar notes in many lessons have been rewritten often with additional illustrative examples. In all around 180 changes were made in the body of the manual. Also the glossary has been extensively revised. In both its English-Swahili and Swahili-English sections, it encompasses all the vocabulary used in the lessons and adds considerably more vocabulary, especially in the English-Swahili section, than found in the first edition. Here an attempt was made to insure that the most frequently used vocabulary at a beginner's level was included to minimize the necessity for students to have to go to another source.

As the Swahili say *Kushukuru hakudhuru* "To be thankful brings no harm." or *Shukuru kwa uliyo nayo* "Be thankful for what you have." Indeed, many people are to be thanked. Certainly I don't want to forget those who worked on the first addition, especially my co-author, Sarah Mirza, and Adelheid Stein. Sarah Mirza also helped with this edition, and Adelheid Stein's marvelous illustrations have been kept—indeed some have told me this is one of the most endearing, alluring, and attractive features of the manual. I should also not forget, as I did in the preface of the first edition, the staff and teachers of the Maryknoll Language School in Musoma, Tanzania who were instrumental in laying the foundations for the present work. I also want to thank Mwalimu Lioba Moshi who helped

in the revision of the glossary by allowing me access to the glossaries from her video materials (see p. xiii, fn. 4). Nor must I forget to mention my own students here and those from other colleges and universities, as well as all my *walimu wenzangu*, especially Deo Ngonyani and Angaluki Muaka, who have used the manual and have helped with advice and encouragement. I am most thankful for their comments, support, and suggestions over the years. My wife Claudia and my children deserve more thanks and expressions of gratitude than I can possibly ever give. To them I am deeply and ever grateful for all their support and sustaining love.

In the first edition I dedicated the manual to the late Bill Welmers, Professor of African Languages and Linguistics at UCLA, who quite early in my career as a language teacher served as my mentor, and to whom I will be forever thankful. In this edition I want to add to that dedication the many students who in thirty years of teaching have made it all worthwhile.

TJH, UCLA
September 1997

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Mazungumzo: 1. Maamkio baina ya watu wawili, Habari gani? 2. Habari za asubuhi? 3. Habari za mchana?

Zoezi la Kusoma: Kufundisha maamkio, maamkio baina ya watu wawili.

Habari za Sarufi: 1. *Jambo* greetings. 2. *Habari* greetings. 3. *Maamkio*. 4. Titles. 5. Articles. 6. Infinitives. 7. Complex verb forms. 8. Imperatives.

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